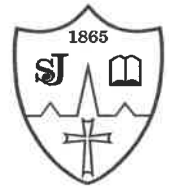


St. James' C of E Primary School

Special Educational Needs and Disability (SEND)



St James' C of E Primary School

SEND Policy

Written by: Rachel Dove, SENCO, Governors, parents and carers

Reviewed and updated: September 2023

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SEND Governor: Mrs Kelly Sutton ksutton@st-james-pri.gloucs.sch.uk

This policy sits in conjunction with the following school policies:

- Admissions Policy
- Relationships Policy
- Early Help
- Disability Discrimination Act
- Pupil Premium
- Safeguarding Children
- First Aid

Policy developed by Mrs Rachel Dove, SENCO, staff parents/carers and governors of St James' C of E Primary School.

The Governing Body of St James' C of E Primary School adopted this policy in September 2016. It will be reviewed annually.

Aims

This policy explains how St James's C of E Primary School supports children with Special Educational Needs and Disability (SEND), in line with the school ethos and current legislative requirements (SEND Code of Practice 2014, Children and Families Act 2014, Equalities Act 2010).

All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school community. As such, provision for pupils with SEND is a matter for the school as a whole.

All teachers are teachers of children with SEND.

Ethos of school

St James' Church of England Primary School provides the highest quality education within the context of caring Christian beliefs and practices, in close affiliation with St. Philip and St. James' Church. Our curriculum connects home, school and church, and reinforces the fact that the values we celebrate in school shape the whole of our children's lives. Children, of any faith or none, are given the opportunity to develop their own spirituality, to be curious and ask big questions, to celebrate and to make good choices.

At St. James' the children are at the heart of everything we do. Each and every child is cherished and given the best educational opportunities in order that they can realise their potential.

If you require further information about the provision for SEND in school or if you are concerned that your child may have Special Educational Needs, please talk to your child's class teacher or contact the school's Special Educational Needs Coordinator (SENCO) via the school office:

Mrs Rachel Dove, BA PGCE (Primary) MEd Equality and Diversity

Other useful contacts:

Headteacher
Designated Safeguarding Lead

Mrs Lisa Harford
Mrs Caryn Smith
Mrs Lisa Harford
Mr Stuart Bradley
Mrs Sarah McKenzie
Mrs Charlotte Price
Mrs Kate Wood

SEND Governor

Mrs Kelley Sutton

Definition of SEND

A special educational need or disability (SEND) is when a child needs additional support in learning to help them achieve their full potential both in and out of the classroom. SEND has 4 broad areas of need as defined by the new Code of Practice (2014):

Communication and Interaction

- * Children who experience speech, language or communication difficulties
- * Children with an autistic spectrum disorder (ASD)

Cognition and Learning

- * Children who learn at a slower pace than their peers

Social, emotional and mental health difficulties

- * Children who are withdrawn or isolated
- * Children who display challenging behaviour
- * Children with mental health difficulties

Sensory and/or physical needs

- * Visual impairment
- * Hearing impairment
- * Multi-sensory impairment
- * Physical difficulty

Supporting children with Specific Difficulties in Literacy/Dyslexia

“Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the ‘word level’ and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.” (A working definition of Dyslexia, British Psychological Society).

In school we have worked with our Educational Psychologist Dr Simon Connor to formulate a pathway that explains how we work with children who experience difficulties in literacy. The pathway is included as appendix A.

At St James’ we do not conduct any screening tests or diagnostic assessments for Dyslexia. We follow our pathway which includes a staged process of assessment through teaching and formative assessment.

All children with additional learning needs are assessed using the Salford Reading and Comprehension Test. This assessment gives the child a reading and comprehension age which can be used to monitor progress.

Any concerns about a child’s literacy development should be discussed with the child’s class teacher in the first instance.

Roles and Responsibilities

St James' Co of E Primary School recognises that the provision for children with SEND is a matter for the school as a whole.

'All teachers are teachers of children with special educational needs' (SEND Code of Practice 2014)

There are key members of staff in school that have specific roles and responsibilities:

Special Educational Needs Coordinator (SENCO)

The SENCO is responsible for:

- Co-ordinating all the support for children with SEND needs and developing the school's SEND policy to make sure the needs of these children are being met
- Ensuring that parents/carers of children with SEND are involved in supporting their child's learning, are kept informed about the support their child is getting and are involved in reviewing how things are going
- Liaising with outside agencies who may come into school to support a child's learning and development (e.g. Speech and Language)
- Updating the schools SEND register
- Providing support for other staff in the school so they can help children with SEND in the school to achieve the best progress possible
- Working with class teachers, parents/carers, children and other professionals to write Education Health Care (EHCP) plans
- Reporting to the Governors, Headteacher and Senior Leadership Team on all matters regarding SEND

Class teacher

The Class teacher is responsible for:

- Keeping appropriate records on all children which can be used to identify areas of support
- Working with the SENCO and identifying, planning and delivering any additional help a child may need
- Working with the SENCO to share and review assessment and progress information
- Sharing children's progress with parents/carers and attending SEND reviews for children in their class
- Ensuring that all additional adults working with children in school are helped to deliver the planned work, so they can achieve the best possible outcomes
- Working with outside agencies who may offer advice and help to support children in their class
- Ensure they follow the school's SEND policy

Teaching Assistants

- Support the delivery of Quality First Teaching and assist the class teacher in meeting the needs of all pupils, including those with SEND
- Provide targeted support for children under the direction of the class teacher and SENCO
- Assist with the recording, monitoring and evaluation of children's progress
- Attend relevant meetings and undertake appropriate training
- Contribute to review meetings when appropriate
- Support the child to access the curriculum
- Ensure they follow the school's SEND policy

Headteacher

The Headteacher is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND
- Ensuring that the needs of SEND children are met
- Keeping the Governing Body up to date about any issues in the school relating to SEND
- Working with the school Business Manager and Governors to plan and spend money for children with SEND effectively, monitoring the impact of such spending

SEND Governor

A member of the Governing Body Curriculum committee is appointed as SEND governor. The whole of the curriculum committee will be kept informed of SEND in the school by the SENCO and the Headteacher through regular reports and a standing item on the committee's agenda. They will make sure that the necessary support is made for any child who attends school who has SEND.

Training and Continuing Professional Development

Whole school training is given to staff as and when appropriate. Subject specific leaders will advise on their area of expertise. Staff who need additional training are either sent on training courses, or are provided with in-house training when required.

Educational Psychologists (EP) and the Advisory Teaching Service are involved in training and advice for TAs and staff as well as NHS health specialists such as Speech and Language Therapists.

Identification of SEND

Children are identified as experiencing a SEND by parents/carers or their class teacher. Once identified the class teacher will observe the child's learning or behaviour and discuss these observations with the SENCO. Additional programmes may be provided. Support will be monitored and discussed with the child's parents/carers at parents' evening or at another convenient time. The aim of any support would be to close any gaps in attainment between a child and their peers.

If the child continues to be of concern, then it may be appropriate for a child to be included on the school's register of Special Educational Needs and Disability.

The SEN register process – placement on and exit criteria

Children are included on the school's register of Special Educational Need and Disability with the express permission of the parents/carers. This register is held within the school's management systems (ScholarPack). Data from ScholarPack is used by the Local Authority and other agencies when collecting information about the school. All data is held securely.

If a child begins to make progress in line with their ability and peers then they may be removed from the school's SEND register. Any decision to remove a child from the register will be discussed with parents/carers.

The Graduated Approach

Gloucestershire Local Authority suggests schools use the Graduated Approach when supporting children with SEND.



The graduated approach is a four part cycle – assess, plan, do, review:

Listen – a child's needs are assessed using observations and attainment data. Children's views are sought using the 'My Profile' activity.

Plan – teachers and parents/carers and the SENCO meet to write the 'My Plan'. Termly outcomes are written based on the child's areas of need.

Do – additional interventions and learning opportunities are provided for the child either in groups or 1:1 with an adult.

Examples of additional support:

- o Speech and Language programmes of work, Dancing Bears, literacy or numeracy booster groups, handwriting groups, social skills groups

Review – the effectiveness of the support and the impact on the child's progress will be discussed at the SEND My Plan review with parents/carers. At the beginning of each term the SENCO will organise this meeting with parents/carers, the class teacher and the child if appropriate. At this meeting new outcomes will be written. If a child is not making expected progress, or the school feels that additional support from outside agencies are required, then this can be discussed with the parent/carer at the review.

Working with outside agencies

If school are concerned that a child is not making sufficient progress, then it may be possible to refer that child to an outside agency for additional support or advice. Outside agencies include:

- Educational Psychology Service
- Advisory Teaching Service
- Speech and Language Therapy
- Children's Occupational Therapy

Working with Young Minds Matter (YMM) NHS mental health and wellbeing support

St James' has mental health support that is available to our children after a short referral process. YMM work with children who have mild/moderate mental health needs and can support referrals to CAMHS (Child and Adult Mental Health Services) where appropriate. Consultation meetings with a Senior Mental Health Practitioner are also available to Mrs Dove and Mrs Wood to talk about issues around mental health and wellbeing. Information on YMM is included on the school website.

There are two levels of support in school:

- SEND Support

Some children are identified as needing 'SEND Support'. Support will be recorded by the school on a 'My Plan'.

'My Plan+' - For some children their needs may be more complex and require support from a range of different agencies. It may be appropriate for the SENCO to organise a Team Around the Child (TAC) meeting to co-ordinate this support. At the TAC meeting a 'My Plan+' will be completed and new outcomes will be set based on the needs of the child and family. It may also be beneficial to complete a 'My Assessment' for the child or family. If after reviewing the 'My Plan+' the school,

parents/carers or an outside agency feel that additional support is still required then a request to the local authority for an EHCP may be considered.

- Education and Health Care Plan (EHCP)

A small minority of children may have more complex needs and require a significantly higher level of support. If this happens then the parents/carers and school may request that the local authority undertake a full assessment of the child. The local authority may then agree to draw up an Education Health and Care Plan (EHCP).

Monitoring and Evaluating of SEND

The effectiveness of the school's SEND provision is monitored and evaluated by the Headteacher, Senior Leadership Team and the SENCO. School uses a variety of methods to gather information including:

- Observations of teachers by the Headteacher, Senior Leadership Team and subject coordinators make specific comments on children with SEND and make a judgment regarding care, guidance and support
- School and class visits by Governors
- Analysis of tracking information using the schools' assessment software – INSIGHT
- Scrutiny of teachers planning and of children's work
- The views of children and parents/carers
- Outcomes of 'My Plan', 'My Plan+' and EHCP reviews

The Governors, with support from the SENCO, will publish an annual SEND Information Report (Code of Practice 2014, 6.79). This alongside the Parents/Carers Information Leaflet will outline what provision and support is offered to children with SEND.

Support for children with medical conditions

See First Aid Policy

Comments and complaints

If a parent/carer has a comment or complaint they should in the first instance speak to their child's class teacher. The class teacher will often be able to solve or alleviate any concerns by discussing issues and identifying actions to address them.

However if there are ongoing concerns a meeting could be requested with the schools SENCO and/or the Headteacher. A Complaints Policy is available from the website and school office.

How to contact school

By phone: 01242 516836

Email: admin@st-james-pri-gloucs.sch.uk

SENCO: rdove@st-james-pri-gloucs.sch.uk

